

*April Issue*

The C.A.U.T. *Bulletin*

A Publication

Of The

CANADIAN ASSOCIATION

OF

UNIVERSITY TEACHERS

VOLUME 10 NUMBER 4  
APRIL 1962



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## NUMBERS AND QUALITY

### *An Editorial*

At the last count (for 1960-61), there were 45 degree-granting universities and colleges in Canada, excluding those that grant degrees only in theology. That number is not more than the country needs, or at any rate not more than the country is willing to use. There were 114,000 full-time university students in 1960-61, and 312,000 are now predicted for 1970-71. Whether the growing barrage of conferences, commissions and committees on higher education accomplishes anything striking or not, it is not very likely that the increase in government funds for universities will fail to keep pace with enrolments. Universities can expect, at worst, the scale of poverty to which they have become accustomed.

The really disturbing prospect is not the need for money, but the need for faculty. The 9,000 full-time teachers and research workers of 1960-61 will have to increase to over 30,000 in 1970-71; either that, or our present ratio of staff to students will have to fall drastically. There is no more than fleeting comfort in the thought that, for the first time in most of their lives, Canadian academics will find themselves in a sellers' market. So long as nearly all appointments are made at a junior level, the thought is largely an illusion anyhow. For so large a demand cannot be met from our present graduate schools, which are granting fewer than 2,500 advanced degrees a year and which now supply only something like a fifth of new faculty members. There is no good reason to suppose that American and British universities will send us a much larger number of graduates in the near future; they, too, are expanding their faculties.

The necessary numbers are to be found only in one or other of two ways: our graduate schools can be tremendously and rapidly increased, or appointments can be made of more and more less and less qualified people. The existing shortage of faculty already makes the first way difficult; the expansion that is in fact possible may be



quite inadequate. The second way can be counted on to happen by itself if no other solution is found. Both ways will make the quality of Canadian universities more uneven than it is now; and the more the second way is relied on, the lower that quality will be.

Of course Canadian universities are not now equal in quality, and it is not realistic to suppose that they should or can be made so. The prospect, however, is that over the next decade most of them can expand only by becoming worse than they are: by appointing unqualified faculty or by accepting ever lower ratios of staff to students. No doubt it is true that universities in practice cannot simply refuse to expand for the sake of their own comfort, nor even for the sake of their own standards. But they can, if they have the courage, insist that expansion should depend on their ability to accomplish it as well as on the demand for it. Neither their dependence on public funds, nor the ideal of offering an education to everyone fit for it, should make them attempt to do what they cannot do properly. If 30,000 qualified academic teachers cannot be found, 312,000 students should not be enrolled. The alternative is to offer depreciated degrees, which will be of considerable practical use to the persons who get them, but of little social benefit to the public which will pay most of their cost. To accept unreservedly that growth is inevitable is to admit that improvement is impossible.

# THE UNIVERSITY OF EXETER ITS GOVERNING STRUCTURE, FINANCES AND GENERAL PROGRAMME

by R. Niklaus\*

A brief history of the University of Exeter is essential to the proper understanding of its government, its present and future place in the expansion of universities which is part of a national policy for higher education. The story of the development of Exeter University is in a sense unique, and every British university, jealous of its independence, has its own distinctive features. From the standpoint of the outside, however, Exeter may be considered typical of a number of newly established universities. In England, wherever possible, we have preferred to develop existing institutions rather than create entirely new ones, but the present shortage is so desperate that a new policy has been implemented, by which new universities are to be set up at York, Norwich, Coventry, Canterbury, Colchester and Lancaster; but their development will be slow, and they will not be able to make a useful contribution to the provision of more university places before the 1970s. Furthermore, official policy still favours small universities, with 3,000 students usually considered as the optimum. Stress is laid on the quality of the teaching, and on close supervision of students by teachers, as is reflected by a staff-student ratio of 1 : 10. If we compare the British way of education to the continental or the American, we shall at once be struck by the fact that English education, in spite of equality of opportunity, and partly because of the large grants to students made out of public funds, is for an *élite*; and that the intake into our universities has been strictly limited, so as to ensure the highest possible standards in teaching and in attainment. Moreover, the students who come up to College have already specialised in the sixth form of their schools, and have high initial qualifications in their specialist subjects. But changes are being canvassed. A broader general education is being advocated by a majority of educationalists, and favoured by public opinion. It may well be that after a period of consolidation, which will see a number of properly staffed small universities set up as going concerns, a new directive for more rapid expansion, and the admission of a larger number of students may be given. The present position is fluid. No doubt Great Britain is fortunate in that political pressure has not been brought to bear heavily upon

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the universities to speed up prematurely the supply of technologists, scientists and educated men which society so urgently requires.

Following on the death in 1861 of Prince Albert, who had been the patron of the Great Exhibition of 1851 which had done so much to promote public interest in art and science, a meeting was called in Exeter to consider the question of a memorial. Three years later, the Albert Memorial College came into being, and was housed in typically mid-victorian buildings. The College consisted then of a School of Art, a Museum, a Reference Library, a Free Library and Reading Room, and was governed by a joint committee of the City and the County authorities. Evening classes were instituted to enable students to take the examinations of the South Kensington Science and Art Department in London. Cambridge extension classes were organised, and the local Lectures Syndicate of the University of Cambridge, after the establishment of day classes and a pupil teachers' centre, guaranteed to pay part of the salary of a Principal. In 1894, the Exeter Technical and University Extension College came into existence; and in 1895 the Albert Memorial Building was enlarged. The foundation stone was laid by H. R. H. the Duke of York, later King George V; and the building became by royal permission the Royal Albert Memorial College, private bequests, private subscription and the City Council providing the necessary finance. In 1901, the curriculum was enlarged to enable students to read for the arts and science degrees of the University of London, and the Board of Education recommended the establishment of a day training college for women, for which an Exchequer grant was forthcoming. In these early days the Principal of the College acted as Principal of the Museum and the Library; and it was not until 1933 that the College Library was separated from the City Library which had housed it. In 1911, a new building behind the Royal Albert Memorial was opened, and become known as the College. It is still used by the Faculty of Law, the Institute of Education, the Department of Psychology and the Department of Extra-mural studies. In 1922, the College was reconstituted and incorporated as the University College of the South West of England. It was supported financially by the County Councils of Devon and Cornwall, the City of Exeter, the City of Plymouth, and later the County Council of Dorset, and received its first annual grant from the Treasury. The new college undertook "to provide instruction in all branches of a liberal education, and such scientific, technical and other instruction of University standard as may be of service in professional and com-



mercial life, further to develop the organisation of University teaching in the South West of England, to prosecute research and to assist generally in the dissemination of knowledge in the said area." The new institution was clearly destined to achieve full university status. In this same year Alderman W. H. Reed, a former Mayor of Exeter, presented to the College the Streatham Estate, a magnificent site on which most of the university is now housed; and his own private residence, re-styled Reed Hall, was turned into a hostel for 80 students. The war years halted development, the buildings were damaged; and it was not until October 1956 that Her Majesty the Queen approved the granting of a Charter under which Mary, Duchess of Devonshire, became the first Chancellor of the University, B. G. Lampard Vachell a Pro-Chancellor, and the Principal, Dr. J. W. Cook, the first Vice-Chancellor.<sup>1</sup>

Today the estate, which now covers 200 acres, houses nearly all the main buildings of the university: the Washington Singer Laboratories for Physics and Chemistry (1931); Mardon Hall of Residence (1933); the Roborough Library (1940) with approximately 140,000 books (The Capitular Library including such priceless treasures as the Exeter Book, and a unique copy of Domesday Book will remain in its present quarters next to the Cathedral and the Bishop's Palace); the Hatherly Biological Laboratories for Botany and Zoology (1953); the Carcinogenic Substances Research Unit provided by the Medical Research Council (1956); the Mary Harris Memorial Chapel (1958); the Queen's Building (1958) which houses the Faculties of Arts and Social Studies, and the department of Geology; Northcote House (1960) which is occupied by the Administration; the Refectory and Devonshire House (1960) which provide headquarters and club facilities as well as a Bookshop for the Guild of Students. A vast future programme of building has been planned, and large capital sums have already been promised by the British Government through the University Grants Committee and the Treasury. In the immediate future, we shall see the erection of a new Chemistry and a new Physics building, a Great Hall and Examinations Hall to seat 2000, Halls of residence to ensure hostel accommodation for 2,000 in all, a Mathematics building, a Geology building, a Sports' Stadium; whilst a gymnasium and a theatre are long term projects for which money

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<sup>1</sup>For a fuller account of the University of Exeter, see the article by L. J. Lloyd in *The Universities Review*, vol. 28, no. 2, February 1956, issued by the Association of University Teachers of Great Britain, and the *Calendar of the University of Exeter*, 1961-62.



will have to be sought by the launching of a public appeal. There are detailed proposals for the creation of a new Faculty of Applied Science, an Institute of Medicine, a School of American studies, and the development of Social Studies and Agricultural Economics.

The University has just completed its estimates for the quinquennium 1962-67, in the light of the building programme outlined. Existing departments are to be expanded, and additional teaching staff recruited, to match the expected increase in student numbers, and to maintain an overall ratio of 1 member of staff to 10 students. New developments include the establishment of further Chairs in all Faculties. Proposals for research have been outlined. We have undertaken to expand our student numbers to 2,000 by the mid 1960s and to 3,000 by 1970 if the necessary funds are made available. About 1/10th will come from overseas. In our submissions, we have estimated the income and expenditure of faculties and schools, the number of teaching staff and subordinate staff required being set out in detail and with supporting statements, the cost of research work hitherto financed by Research Councils, the likely amount of benefactions, the cost of new developments in existing buildings, the expected numbers in every faculty of full time students reading for degrees (including postgraduate degrees and diplomas), etc. A Memorandum on New Projects and an Appendix, outlining the new posts proposed and giving details of the estimated increase in numbers of students, have been included. In 1960, income amounted to £580,468 and expenditure to £544,423. Parliamentary grants in aid from the Treasury amounted to £439,156, the rest being provided by endowments, fees, local authorities, etc. The accounts are meticulously scrutinised, and the accuracy of past estimates has proved astonishing. All estimates are resolutely pruned before submission to the University Grants Committee, and offer little scope for further modification. The reasoned case for a particular development has been commonly made out after consultation with the Chairman of the U.G.C. and his experts, so that retrenchment means in practice the dropping of agreed proposals. Such is the competence and prestige of the U.G.C., which includes men prominent in all walks of life: professors, leaders of industry, judges, persons prominent in public life, etc., that the Exchequer can hardly fail to accept its recommendations. It is the setting up of the U.G.C. which has ensured for the universities large sums of state money without prejudice to their independence: this in spite of the fact that income derived from benefactions and fees represents an ever decreas-

ing total of the funds required for running the Universities; and that many new buildings, including some of Exeter's largest and latest, have been erected with a 100% grant from the Treasury. It should also be emphasised that the indirect method of financing universities has allowed the latter to determine their own rate of expansion, and their own intake of students in individual subjects as well as for the university as a whole, on the understanding that roughly  $\frac{2}{3}$  of any increase in students numbers should be in Science. In no case are the universities governed in any way by decisions taken by the Ministry of Education.

The U.G.C. signifies its approval of building plans in advance, and the credits required are voted in Parliament for a period of five years so that each university can plan ahead. Should the government subsequently decide on a more ambitious programme, or seek to remedy the effects of inflation, supplementary sums may be made available, in the course of the quinquennium. Universities place the additional moneys at their disposal in the General Fund, since money given in recent years has not been earmarked by the Treasury for any specific purpose. There is no obligation on the part of the university to spend the money in any given direction, but frequent and easy exchanges of views between the University authorities and the U.G.C. ensure that the money is appropriately spent. Only in the matter of University salaries has there been any difficulty in accepting a quinquennial scheme, and special provision has now had to be made for frequent salary review. It is clear that quinquennial planning can only be effective if the value of money remains fairly stable. Recently building costs have risen steeply and thrown many estimates out. But this fact argues not for the abolition of the U.G.C. and quinquennial planning, but for greater flexibility in the financial arrangements.

The government of the University follows the traditional pattern for provincial universities, whilst affording greater non-professorial representation on important committees than is usually the case. It is determined by the Charter of incorporation, and while important changes in the Statutes would have to be submitted to the Privy Council, others can be effected by the Court of the university. university.

The supreme authority of the university is the Court, which meets twice a year to consider resolutions submitted to it by the Council. It consists of over 200 members, including the Officers of the Univer-

sity (Chancellor, Pro-Chancellor, Treasurer, Vice-Chancellor, Deputy Vice-Chancellor, Deans of the Faculties), all members of Council and Senate, eight representatives elected by the non-professorial members of staff, the Secretary and the Academic Registrar, the President and Vice-President of the Guild of Students, five representatives elected by Convocation (essentially the body of graduates of the university) from its own members, 53 representatives appointed by public authorities; the Members of Parliament for constituencies in the area; 8 representatives of other universities (Oxford, Cambridge, London, Bristol, Southampton); 20 representatives of learned societies and other bodies; representatives of schools; ex-officio members including the Lords Lieutenant of Cornwall, Devon, Dorset, Somerset, the Mayor of Exeter, the Lord Mayor of Plymouth, the Chairmen of County Councils in the area, and of Education Committees, the Principals or Directors of a number of Technical Colleges, Training Colleges etc. including Seale-Hayne Agricultural College, Cornwall School of Metalliferous Mining, Camborne, Norman Locyer Observatory, Marine Biological Association, Plymouth; six Bishops and the Roman Catholic Bishop of Plymouth, the Dean of Exeter Cathedral, and other representatives of the Church; two persons nominated by the Lord President of Her Majesty's Most Honourable Privy Council; two persons nominated by the Ministry of Education; one representative of the Exeter University Club; one representative from Chambers of Commerce, Societies and other bodies; and not more than 25 co-opted by the Court. The Court receives the Annual Report and the Statement of Accounts, presented in the name of Council and Senate. It is too large a body to do anything but ratify the decisions of Council, but in critical issues it becomes an effective and impartial court of appeal.

The Council is in practice the governing body of the University, especially in financial matters. It is comprised of the Officers of the University, six members appointed by the Court, members not exceeding 8 appointed by public authorities, six members of the Senate appointed by the Senate, members not exceeding three co-opted annually by the Council and one member appointed by Convocation. The Council may appoint the Vice-Chancellor and other Officers, the Secretary and Academic Registrar and the Librarian; it may appoint, suspend or remove all members of the academic staff subject to the proviso that Council shall not appoint any Professor or Reader without considering a report of the Council and the Senate. Council is entrusted



with the task of drafting statutes and of making Ordinances for confirmation by the Court, of confirming regulations submitted to it by Senate, of managing and regulating finances and property, etc., of investing moneys, of drawing up and entering into contracts, of considering, adjudicating and redressing any grievances, etc.

The Senate is in practice the governing body in all academic matters. It is presided over by the Vice-Chancellor, and meets twice or three times a term. It is composed of the Deputy Vice-Chancellor, the Deans of the Faculties, the Professors of the University (about 20), the Librarian, one non-professorial Head of Department, the Director of the Institute of Education, and non-professorial representatives of the academic staff. The Senate directs and regulates the instruction and teaching within the university, promotes research, draws up regulations for confirmation by Council, appoints the Deans of the Faculties after receiving nominations from the Boards of the Faculties, appoints Internal and External Examiners, formulates, modifies or reviews schemes for the organisation of the Faculties, etc., and makes recommendations to the Council on the establishment of other Faculties, Schools, Institutes, Delegacies, Boards or Departments, awards degrees and diplomas, makes regulations for the discipline of the students, submits names of persons to receive Honorary degrees.

Boards of the Faculties, elected by the Faculties, make recommendations to Senate, and are in fact committees of Senate. But the Dean of the Faculty reports annually to the Faculty, which comprises all the full time teaching staff of the Faculty, and may call extraordinary meetings of the Faculty, the recommendations of which, however, are in no wise binding on the Board and are only made for its guidance. The Board is in no wise responsible to the Faculty. There are, of course, many Committees of Senate and of Council. As the University grows larger, and business greater, power is increasingly vested in the committees which draw on specialist knowledge. The Finance Committee of Council, comprising 18 members, is a powerful committee only to be questioned by Council on matters of general policy; the Works Committee of 11 members is in charge of the building programme; the Halls Committee of 12 members considers matters affecting the halls of residence; and the Estate Committee is in charge of the maintenance of the existing buildings and the grounds. On all these committees, professorial representation is considerable, but the majority is usually composed of lay members. This is particularly true of the Finance Committee, where it would be



impolitic to allow for a majority of academic staff, since salaries and departmental expenses are voted by it. This arrangement provides the government with the re-assurance it needs, for it knows that a body of predominantly financially uninterested persons has scrutinized expenditure. The committees of Senate are numerous, and include the influential Standing Committee of 14 members, including two non-professorial representatives of staff; the small Staffing Committee of the Vice-Chancellor, the Treasurer, the Deputy Vice-Chancellor and the Deans of the Faculties, which is concerned with promotions; the Library Committee; the Ceremonials Committee; the Music Committee; the Adult Education Committee; the Athletics Committee; the Publications Committee; the Chapel Committee, and many besides.

The Professor is Head of his Department and in this capacity is responsible for the work of his department, including research. He makes recommendations affecting syllabus, staffing, expansion, to the Board of his Faculty. The Board then determines the intake of students in each department, and the number of additional staff required for many years ahead. The Professor calls departmental meetings at least once a term, and sometimes once a week. Minutes are kept for the benefit of the department. Although not bound by departmental recommendations, the Professor usually is the mouthpiece in Senate of the views of his staff. As a member of Senate, his overriding duty is to the university as a whole. He has first claim on the departmental typist. He puts in about six to ten hours committee work per week. Demands on his time are constant, and he has so many administrative chores to perform that he may have little scope for undertaking research.

The American system of rotating chairmen of departments is not favoured in Great Britain, for it postulates large departments with a number of senior members of staff with administrative competence. Prevailing opinion would favour here an increase in the number of senior posts in all departments, with the spreading of the administrative load. With greater non-professorial representation of teaching staff, and the consequential enhancement of their influence, there will have to come a more equitable distribution of responsibility and of administrative work. New recruits to the profession are normally appointed for their research, and occasionally their teaching qualifications, and are seldom fitted for administrative tasks, but they soon gain the requisite experience, and maturity comes with responsibility. Much has been written about the oligarchy of professors which has replaced

the all-powerful Principal as the mainspring of power. In practice, government by the oligarchy has not worked out too badly in a period of expansion where chances of promotion and of appointment to other universities have proved reasonably good. Certainly abuse of power by the Principal of a College or a Vice-Chancellor is a thing of the past. The Vice-Chancellor is no more than "primus inter pares", and derives his power from the experience acquired as Chairman of innumerable committees. Professors, appointed till their 65th year, can find their policies questioned in Senate or in Council, but cannot be removed from their posts except in extraordinary circumstances, usually for gross dereliction of duty or widely publicized immorality. They do not consider themselves as employees, certainly not of the State, and hardly of Council. They would never subscribe to the "corporation theory of university government" as outlined by V. C. Fowke in *Who should determine University Policy?* and in an article on the University Government in Canada in the February 1959 issue of *The Universities Review*. It would be inconceivable for a professor or university teacher to be relieved of his functions for holding any religious or irreligious views, or well-defined political opinions at variance with those of the majority. Cases of dismissal are rare in British universities, and there are few resignations. A standard contract form for general use in Great Britain is under active consideration and will certainly safeguard academic freedom. Indeed the International Association of University Professors and Lecturers is also working on a draft contract form for use by all persons seeking appointment abroad. As things stand in Great Britain university teachers have security of tenure after their probationary first three years, and can count on freedom of expression from the time of their appointment.

It is to be regretted that more money has not been made available to universities to implement higher scales of salary; and that promotions to Senior Lectureships and Readerships have been relatively few. No doubt  $\frac{1}{3}$  of the teaching staff should be in the higher grade, and many would hold that the higher grade should be the career grade of the profession. An increasing number of senior teachers should be brought into the government of the universities, now that government by committee is more common. Such a practice may lead to delays and compromise on important issues, but it accords better with democratic procedure and eliminates many causes of friction. Yet human nature being what it is, problems of power are often merely transferred from

one setting to another, and in *The Masters*, C. P. Snow has shown what can happen in a college at Oxford or Cambridge when the University constitution is quite remarkably democratic. It is the man who works the constitution who matters. Intelligence, understanding and diplomacy are the prerequisites of a successful modern administrator and professor. There is as yet little desire to establish a grade of administrators to replace academic men, although present difficulties have been much aggravated by the rapid expansion of our universities within a collegial or tutorial system.

Instruction at Exeter is provided by lectures, and increasingly by tutorial classes of up to ten students. Individual attention as understood at Oxford or Cambridge is scarcely possible, but the compromise solution adopted works out satisfactorily. The Professor knows all his Honours students by name and meets them regularly, acting as a moral as well as an academic tutor. At Exeter, the emphasis is on specialist studies. Pupils who have read not more than three subjects during their last two or three years at school come up to embark on Honours studies reading one main subject for three years and, in languages and geography schools, one additional subject for two years. In science, an ancillary subject is sometimes studied for one year. In modern languages, residence abroad, usually for a whole year, is required, thereby prolonging the course by one year, and those intending to teach usually spend a fourth year in a Department of Education. A concrete example will serve best to illustrate the nature of the instruction provided. In the Honours school of French, there are 500 qualified matriculated applicants for 30 places. Even after careful sifting, we find we have to fail and send down two or three students at the end of the first year. Students have to attend approximately sixteen lectures and classes per week, and another four or five hours per week are devoted to classes in the additional subject, usually another language. At the end of their second year, they sit a Part I examination which tests their knowledge of the history of the language and medieval French, the breadth of their general reading in French Literature, etc. Many then proceed to France, where they spend a year as English Assistants in French schools. On their return for a final year's study they are required to specialize and take a Special Subject Paper on a chosen author in connection with which they will have submitted a dissertation of some 80 pages written in their own time. In their Part II examination their command of both spoken and written French will be tested by an Oral examination, French Essay papers,

Translation papers and Unseen Commentaries, one of which has to be done in French. Intellectual calibre rather than memory is the criterion of merit, largely determining the class awarded (First, Upper Second, Lower Second, Third Class Honours) in the B.A. degree examination. Courses in French social and economic history, in French art, music, culture and civilization are provided by way of general background and do not lead to any examination. Terminal reports on the students' work are drawn up after a special staff meeting and sent to the Registrar. These are required to satisfy the Ministry of Education and Local Education Authorities that the grants made to students are well spent. An adverse report quickly leads to the suspension of a grant.

In addition to Honours courses, General degree courses in three subjects to be studied concurrently to the same standard for three years are provided in the Faculties of Arts and Social Studies. In Science, there is a General Honours degree with two subjects only to be studied in the final year. In the Faculty of Arts there is also a Combined Honours degree in two subjects, which interests mostly students of languages. The university is considering broadening the type of education provided by bringing in a new kind of general degree involving three groups of courses each requiring a science as well as an arts subject to be studied. They are:

1. European Civilisation, European and British History.
2. Industrial Society, Economics and Government (including Trade Union Law).
3. Human Relationships, involving Law and Government, Sociology or Psychology, Biological Science and Economic History.

This type of course is essentially Inter-Faculty, and should appeal to an increasing number of students seeking a general education cutting across faculty divisions. But it remains true that society will still pay its highest rewards to those with the highest specialist attainments, and it may be worth pointing out that the larger number of students embarking on general courses because of indifferent initial qualifications, are not necessarily the best suited for courses of study involving a wide range of subjects even if they are related. One of the paradoxes of the present age is that it is the more highly intelligent students who seek early specialization whilst they are the best equipped to cope with a multiplicity of subjects. Many of our weaker students might well reach a truly worthwhile standard if they were allowed to concentrate on fewer courses in fewer subjects. Perhaps in educational matters as



in so many others, the wheel will have to travel full circle, and after a period of necessary emphasis on general education we will return to a narrower type of education on less ambitious lines. The policy at Exeter is to watch the trends, to provide divergent types of education, balancing numbers according to the needs of the hour, and the staffing facilities available; and to accumulate experience over the years. Certainly, we shall do nothing to endanger our Honours schools, or research for postgraduate degrees. Perhaps the Government will one day agree to finance four-year courses for our students. Such action would undoubtedly solve many of the educational problems with which University teachers are faced. A one-year postgraduate course leading to an M.A. or M.Sc. by examination might prove practical and not too costly under present conditions; and might effectively lead to a higher standard of general proficiency. But this is speculative. For the present, Exeter University has embarked on a policy of consolidation, modest expansion and cautious experimentation. It wishes above all to preserve the sense of community which goes with relatively small numbers, a proper balance between the sciences and the humanities, and the civilized values without which education is profitless.

# ACADEMIC LOADS AT CANADIAN UNIVERSITIES, 1961\*

Weekly (average) Teaching Load (hours) per staff member

## L e c t u r e s

	Graduate	under-graduate	total	Lab.	total assigned student contact	outside contact	graduate students	Summer School teaching	summer presence at University (1 mo. holiday)	Public Service
<b>BIOLOGY</b>										
Assumption	0-7	6	0-13	6.5	19.5	3.5	7	mandatory	flexible	3.5
Dalhousie	5	5	10	6	16	1	2	none	research	nil
Laval	1-2	3-6	4-8	3-6	7-14	3	1-2	mandatory	mandatory	little
McMaster	4	3	7	9	16	5	3	optional	mandatory	2
Manitoba	1	4	5	7	12	—	10-15	optional	optional	nil
Montreal	4	3-4	7-8	3-6	10-14	6	2	optional	mandatory	6
Ottawa	1	2.3	3.3	4.1	7.4	nil	1	optional	mandatory	nil
Sask.	4	6-9	10-13	6-12	16-25	4	3	optional	optional	nil
<b>BOTANY</b>										
Alberta	1.5	5	6.5	6.5	13	2	.5	optional	mandatory	6
Toronto	3+	3+	6	6	12+	nil	1-2	optional	optional	nil
<b>CHEMISTRY</b>										
Alberta	?	?	?	?	9-16	nil	4	optional	mandatory	nil
Assumption	1	6	7	7	14	varies	2	not clarified	not clarified	nil
U.B.C.	1-2	6	8	6	14	varies	2-3	optional	do research	do not count
Dalhousie	2	5-6	7-8	9	16-17	3-5	1	nil	expected	varies
Laval	2	5	9	6	15	2	2	optional	mandatory	nil
McGill	1-2	5-6	6-8	varies	?	1	5-15	nil	optional	0-5
McMaster	—	—	5-6	3-6	8-12	nil	3	nil	optional	nil
Manitoba	2	7	9	6	15	3	2	optional	optional	nil
Montreal	1-2	3-4	4-6	4	8-10	during lab	1-2	optional	mandatory	nil
Victoria	nil	7-11	7-11	4-10	11-21	2	nil	optional	optional	0-3
Western	1	3.3	4.3	6	10.3	1	2.3	optional	mandatory	sporadic

## ECONOMICS

Alberta	3	6	9	—	9	2	1+	optional	optional	3
Assumption	nil	9	9	nil	9	varies	nil	optional	optional	varies
U.B.C.	3	9	12	nil	12	5-10	1	optional	optional	3
Carleton	2	7	9	nil	9	2-4	2	optional	optional	—
Dalhousie	—	6-9	6-9	2	8-11	varies	2-3	optional	optional	5
Laval	nil	6-8	6-8	1	7-9	4-5	nil	mandatory	mandatory	optional
McGill	3	9	12	nil	12	3	8	optional	optional	nil
Manitoba	0-3	9-12	12-15	nil	12-15	nil	1-3	optional	optional	nil
Montreal	2	4	6	nil	6	3-6	1	optional	optional	varies
N. Brun.	—	9	9	nil	9	varies	3	optional	optional	2
Queens	3	6	9	nil	9	2	1.25	optional	optional	varies
Toronto	varies	varies	varies	nil	varies	varies	varies	optional	optional	2
Western	2	9	11	nil	11	6	2	optional	optional	nil
York	nil	4	13	9	13	5	nil	optional	optional	nil

## CHEMICAL ENGINEERING

Alberta	3-5	3-5	6-10	3-5	13-15	little	2-4	nil	optional	little
Assumption	2	6	8	3	11	5-6	2	optional	optional	varies
McMaster	2-3	5	7-8	6	13-14	nil	4	nil	mandatory	varies
Manitoba	3	5	8	6	14	5	2	nil	optional	8
Ottawa	2	5	7	6	13	3	3	optional	mandatory	varies
Queens	2	4-8	6-10	3-6	9-16	2	2	nil	optional	nil
Sask.	1.5	6	7.5	3	10.5	2	3-4	optional	optional	1
Western	nil	7.5	7.5	6	13.5	4	nil	optional	mandatory	nil

## CIVIL ENGINEERING

U.B.C.	3	4	7	10	17	nil	4	nil	mandatory	nil
Dalhousie	nil	4-5	4-5	7-9	11-14	2-3	nil	nil	optional	3
Laval	—	—	5	5	10	varies	1	optional	mandatory	small
Manitoba	2	6-7	8-9	9-12	17-21	10-15	1.5	nil	optional	5-6
N. Brun.	4	7	11	8	19	nil	3	optional	optional	varies
Ottawa	nil	6	6	2	8	nil	nil	nil	mandatory	nil
Sask.	—	—	7.4	8.2	15.6	not established	?	optional	optional	not established
Western	nil	6	6	6	12	2-3	nil	optional	mandatory	none

\*This table gives the results of a survey made in January-November 1961 by a committee of the Manitoba Association. The chairman of the committee was Professor B. G. Hogg.

## L e c t u r e s

	Graduate	under-graduate	total	Lab.	total assigned student contact	outside contact	graduate students	Summer School teaching	summer presence at University (1 mo. holiday)	Public Service
<b>ELECTRICAL ENGINEERING</b>										
Assumption	nil	6	6	10	16	3	nil	optional	mandatory	2
Manitoba	8	4	4.8	6	10.8	nil	.4	nil	optional	nil
Montreal	3	7	10	8	18	varies	3	nil	optional	not known
N. Brun.	nil	8	8	17	25	2	nil	nil	mandatory	nil
Ottawa	3-9	9	12-18	6-9	18-27	varies	1	optional	optional	12
Queens	2	4	6	6	12	2	2	optional	mandatory	nil
Sask.	2	5.5	7.5	8	15.5	3	2	nil	optional	nil
Toronto	0-4	2-6	6-10	4-16	10-26	2-8	0-4	optional	mandatory	unknown
Victoria	2	4-8	6-10	varies	?	unknown	varies	nil	optional	nil
<b>MECHANICAL ENGINEERING</b>										
Alberta	3	7	10	5	15	varies	5	nil	optional	varies
Assumption	2	5.5	7.5	15.5	1	1	2	nil	mandatory	nil
U.B.C.	1	4	5	8	13	6	.6	nil	optional	1
Laval	2	6-12	8-14	3-9	11-23	nil	4-6	nil	mandatory	nil
McMaster	2	4	6	6	12	2	1	nil	optional	nil
Manitoba	1	6	6-7	9-12	15-19	2-3	0.5	nil	optional	varies
Montreal	6	12	18	5	23	?	8	nil	mandatory	varies
Queens	2	6	8	8	16	varies	4	optional	varies	nil
Sask.	3	6	9	3-6	12-15	nil	2-4	nil	mandatory	unknown
Western	nil	7	7	12	19	1-2	nil	nil	optional	varies
<b>ENGLISH</b>										
Alberta	nil	9	9	nil	9	varies	nil	optional	optional	nil
Assumption	nil	9.5	9.5	nil	9.5	can't estimate	.5	optional	optional	can't estimate
Laval	4	3	7	nil	7	2	6	optional	optional	2
McMaster	2	9.3	11.3	nil	11.3	2	2.25	optional	optional	nil
Manitoba	1	9-12	9-12	nil	9-12	2-3	.5	optional	optional	nil
N. Brun.	3	10-11	13-14	nil	13-14	varies	12	optional	optional	varies



Ottawa	2	12	14	14	nil	small	optional	optional	not fixed at discretion 2-10 nil
Toronto	3	9	12	12	nil	5	optional	optional	
Victoria	nil	9-12	9-12	9-12	nil	at discretion 5-15 nil	optional	optional	
Western York	— nil	12 9	12 9	12 9	nil nil		optional	optional	not firm

## FRENCH

Alberta	—	—	12	12	—	3	optional	optional	varies
Assumption U.B.C.	nil	12	12	12	nil	varies	optional	optional	nil
Carleton	—	—	11-12	?	nil	1-2	optional	optional	varies
McMaster	1	9	10	10	1	3	optional	optional	varies
Manitoba	2	7	9	16-17	nil	many	optional	optional	varies
Montreal	4	12-13	6	6	nil	nil	optional	optional	nil
Queens	6	nil	9	10	1	nil	optional	optional	nil
Sask.	1	8	11-12	11-12	nil	varies	optional	optional	nil
Western	nil	11-12	12	12+	nil		optional	optional	nil
	—	12							

## GEOLOGY

Alberta	3	6	9	15	6	3	optional	optional	1
Assumption U.B.C.	nil	2	2	4	2	nil	nil	nil	nil
Carleton	2-4	6	8-10	12-14	4	nil	optional	optional	1
McGill	4	3	7	18	3	6	optional	optional	1
McMaster	1-1.5	8	12	9	6	varies	nil	optional	5
Manitoba	nil	3.44	4.5-5	13	4.43	1	optional	optional	1
Montreal	nil	6	6	8-9	6	—	mandatory	mandatory	nil
N. Brun.	3	5-6	5-6	16	3	varies	optional	optional	2
Queens	4.5	6	9	16	7	6	optional	optional	1
Sask.	? 7	4.5	? 7	? 16	2	4	optional	optional	1
Victoria	nil	12-13	12-13	14-16	2	3	optional	optional	nil
Western	2.3	5	7.3	15.7	6.4	6.3	optional	mandatory	little 1

## GERMAN

Alberta	5-7	6-7	11-14	12-15	1	1-2	optional	optional	2
Assumption U.B.C.	nil	12	12	12	nil	nil	none	optional	nil
McGill	3	10-12	13-15	15-17	2	nil	optional	optional	nil
Manitoba	nil	12	12	12	nil	varies	none	optional	nil
	varies	?	?	?	?	varies	optional	optional	3

Weekly (average) Teaching Load (hours) per staff member

L e c t u r e s

	Graduate	under-graduate	total	Lab.	total assigned student contact	outside contact	graduate students	Summer School teaching	summer presence at University (1 mo. holiday)	Public Service
GERMAN (Continued)										
Queens	nil	8-13	8-13	nil	8-13	varies	nil	optional	optional	varies
Sask.	nil	10-12	10-12	nil	10-12	3-6	nil	optional	optional	0-6
Toronto	4	8	12	nil	12	4	15	optional	optional	2
Victoria	nil	10-12	10-12	nil	10-12	3-4	nil	optional	optional	optional
Western	2	12	14	3	17	3	varies	optional	not certain	2
HISTORY										
Alberta	3	3-6	6-9	nil	6-9	2	2	optional	optional	no record
U.B.C.	varies	10.5	10.5	nil	varies	varies	varies	optional	optional	some
Carleton	1	9-10	10-11	nil	10-11	3+	2	optional	optional	unknown
Dalhousie	1.5	9	10.5	nil	10.5	1	2	nil	optional	nil
Manitoba	3-5	6-9	9-14	nil	9-14	varies	small	optional	optional	nil
Montreal	6 max	10 max	16	nil	16	10	?	optional	optional	nil
Queens	varies	7-14	?	nil	7-14	varies	1-3	optional	optional	varies
Sask.	nil	9-12	9-12	nil	9-12	varies	2	optional	optional	varies
Western	2	12	14	nil	14	optional	4-5	optional	optional	nil
MATHEMATICS										
Alberta	2-3	8-13	10-16	nil	10-16	varies	1-2	optional	mandatory	no idea
Assumption	2	10	12	1	13	10	1	optional	mandatory	nil
Carleton	nil	9-10	9-10	nil	9-10	optional	1-2	optional	optional	nil
McMaster	2	7-9	9-11	nil	9-11	optional	1	optional	optional	optional
Manitoba	nil	9-12	9-12	1	10-13	varies	1-2	optional	optional	varies
Montreal	nil	10	10	2	12	nil	nil	optional	mandatory	2
N. Brun.	variable	11	11	nil	11	nil	varies	optional	optional	nil
Ottawa	2	6-9	8-11	nil	8-11	3-5	1-2	optional	mandatory	not required
Sask.	1	8-10	9-11	nil	9-11	varies	1	optional	mandatory	varies
Toronto	3	7-8	10-11	1	11-12	varies	1	optional	optional	small
Western	2	10	12	nil	12	varies	nil	optional	optional	varies
York	nil	6	6	nil	6	4	nil	nil	varies	nil

## PHYSICS

Alberta	1.0	4.9	5.9	3	8.9	varies	1.8	optional	optional	varies
Assumption	nil	6	6	6	12	varies	nil	optional	optional	varies
U.B.C.	—	—	6-8	1	7-9	nil	0-7	optional	mandatory	varies
Carleton	1	7	8	6	14	varies	varies	optional	optional	varies
Dalhousie	2	3-5	5-7	6	11-13	half time	3	optional	optional	varies
Laval	1	4	5	2	7	1	1	optional	optional	1
McMaster	1	5	6	5	11	nil	3-4	optional	optional	varies
Manitoba	0-2	6	8	6	14	varies	1-2	optional	optional	small
Montreal	nil	6	6	1	7	nil	1.5	optional	mandatory	nil
N. Brun.	1	8	9	5	14	1	.5	optional	optional	nil
Ottawa	1	4-5	5-6	3	8-9	1	2	optional	mandatory	nil
Queens	1	5	6	6	12	nil	1	optional	optional	small
Sask.	3	6	9	3	12	varies	1-6	optional	mandatory	varies
Victoria	nil	9-12	9-12	6-9	15-21	nil	nil	optional	mandatory	nil
Western	1-2	4	5-6	6	11-12	2	2	optional	optional	nil

## PSYCHOLOGY

Alberta	3	6	9	3-5	12-14	nil	2-3	optional	optional	varies
Assumption	3	6	9	1	10	3	2	optional	optional	2
U.B.C.	nil	9	9	nil	9	1-10	1-5	optional	mandatory	1-10
Carleton	1	8	9	3	12	12	1	optional	optional	3
Dalhousie	0-2	6-8	8-10	2	10-12	2-3	2-3	optional	optional	varies
McGill	2-3	4-5	6-8	nil	6-8	casual	2-4	optional	optional	casual
McMaster	3	6	9	3	12	casual	2	optional	optional	casual
Montreal	5-6	nil	5-6	nil	5-6	nil	8	mandatory	mandatory	none
N. Brun.	nil	9-12	9-12	nil	9-12	nil	nil	optional	optional	nil
Ottawa	11	5.5	16.5	5	21.5	nil	nil	optional	optional	nil
Queens	1.5	9	10.5	1	nil	1-7	1.3	optional	optional	nil
Victoria	nil	9	9	3	12	nil	nil	optional	optional	varies
Western	3	9	12	—	12	varies	1	optional	optional	varies
York	nil	9	9	nil	9	nil	nil	optional	optional	varies

## ZOOLOGY

Alberta	3	5.5	8.5	4	12.5	1-2	1.5	mandatory	optional	2
U.B.C.	varies	4-6	?	4	?	4+	3	varies	varies	1-4
McGill	varies	4-6	?	3-6	?	varies	0-10	nil	optional	varies
Manitoba	3	6	9	10	19	2	5	optional	optional	2
York	nil	4	4	5	—	—	nil	nil	optional	occasional

## THE UNIQUENESS OF UNIVERSITY ADMINISTRATION: A REVIEW ARTICLE

by Donald C. Rowat\*

After reading John J. Corson's *Governance of Colleges and Universities* (McGraw-Hill, 1960, 209 p.), I have regretfully come to the conclusion that universities face a serious danger from the growing influence of one of the main branches of my own discipline: the study of administration. A marked characteristic of administrative studies in the United States from the earliest days has been the attempt to find universal principles that apply to any and all types of human enterprise, whether business, governmental, military, religious or educational. Since the war, perhaps the most original and influential writers on administration have taken this approach, and their school of thought has become enormously popular, almost a fad. Although this concentration upon what is common to the administration of enterprises of diverse types has produced valuable insights, unfortunately it has tended to obscure important differences — in the case of universities, vital differences.

To me, Mr. Corson's book is actually frightening because it represents such a successful attempt by a well-known administrative expert at applying this approach to the study of universities, at a time when the growing dependence of universities upon the financial support of government and business subjects them to the demand that they become more "efficient" and "business-like". Already the management consultants are moving in, having studied an estimated 200 American colleges and universities in the last decade. Mr. Corson's book is all the more disturbing because its bias is not easily detected: it is presented as a piece of objective, factual research, complete with only "tentative conclusions", "questions for further research", and obviously the intention of being open-minded. For example, although himself a director of a management consulting firm, Mr. Corson takes pains to point out how different are universities from other types of organization, and to explain that management consultants cannot expect to walk into a university and apply the same principles of efficiency that they would to a business firm. And yet, because of the very inadequacy of his approach, basically and inevitably he treats universities *as though they were much the same* as other types of organization.

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\*Carleton University.



What, more specifically, are the main characteristics of Mr. Corson's school of thought, and why do I say it is inadequate when applied to universities? Its main characteristic is the assumption that all types of human organization are basically the same in that they are enterprises attempting to achieve an objective. For each enterprise, decisions must therefore be made regarding *what* objective to achieve and also *how* this is to be done. According to this school, then, the focus of attention should be on *decisions* — how they are made and how they should be made in order best to define and attain the objective. This is why the ugly phrase *decision-making* has become such a magic one in the profession. And this is why Mr. Corson uses the peculiar term "governance" rather than "government" in his title — to stress that his attention will be on *the process of decision-making* in a university.

There is no doubt that this approach provides useful insights, as Mr. Corson's study shows. By concentrating attention on the process of reaching decisions rather than on the machinery of government it reveals the realities of influence and power as opposed to the formal structure and locus of authority. It shows, for example, the variety and force of the influences exerted upon a university from outside — from governments, businesses, donors, alumni, etc. But it is basically wrong as applied to universities in that the central problem it poses not only is not very relevant to universities but is positively dangerous when overstressed. Its central problem is this: how can the influences and decisions of all those concerned with an enterprise be coordinated so that they flow together smoothly to attain the objective? The emphasis is, as you can see, upon agreement, unity, uniformity. Taking this view, the university should be one big, happy family vigorously pursuing its objective under the wise tutelage of its "leader", the university president, who can, of course, see the objective much more clearly than the rest of the family.

The trouble with this view is that the basic assumption is wrong and as a result all the conclusions are warped. The plain fact is that a university does not and should not have a single objective in the same way as a business firm or government department. It is unique in that it deals with the realm of thought and ideas. A prime reason for its existence is to promote new ideas and therefore to foster *disagreement* rather than agreement. This includes disagreement about the objective of a university as about anything else. In fact, a university

serves a number of purposes and pursues a variety of objectives, none of which is clearly defined. As one university president questioned by Mr. Corson pointed out, "It is impossible to state for an institution concerned with the universality of knowledge a single overriding purpose" (p. 124). Hence, to regard the university as a single enterprise with a specific objective is bound to lead to wrong and, in my opinion, dangerous conclusions about the way it should be governed.

In order to make the university fit the procrustean bed of his approach, Mr. Corson assumes that the main purpose of a university is to educate students. But are not equally important objectives to undertake research, to advance knowledge, to pursue the truth, to produce and to propagate new ideas? Even the objective "to educate students", as Mr. Corson himself recognizes, is so vague that there is much disagreement on what this means in specific terms. Does it mean a general education or training for a vocation, the education of only the young or also of adults, the imparting of knowledge, the formation of character or the training of the mind, the training of only the mind or also the body, a compulsory programme or freedom of selection? As long as disagreement on questions such as these persists in our society, it would be folly for a university to be forced into adopting a single interpretation of its educational objective.

Despite Mr. Corson's recognition that at present universities do in fact have a variety of vague objectives, his approach forces him to the view that a university, like any other enterprise, *should* have a single, clearly specified objective toward which, in the interests of "good administration", it can efficiently and tidily move. But since complete agreement on purposes cannot be obtained, such an objective would have to be imposed from above. This is the danger of Mr. Corson's approach. In reality, the university president will be not so much a leader (leading toward what?) as a dictator, imposing on the faculty *his* views regarding the objective that the university should pursue. Thus Mr. Corson quotes Philip Selznick approvingly as follows: "When top leadership cannot depend on adherence to its viewpoint, formal controls are required, if only to take measures that will increase homogeneity" (p. 86).

The basic question posed by Mr. Corson's approach, then, is this: is it better to have a university pursuing, for the sake of uniformity and efficiency, an imposed, single objective which many of its members may regard as wrong (and indeed which, from the society's point of

view, *may actually be wrong*), or to have it bumble along in a democratic fashion serving a variety of objectives and only those on which it is possible to obtain agreement by the free, rational discussion of the participants? For my money, I would take the latter alternative any day.

In any case, for the pursuit of its most important purposes the university is not and should not be regarded as a single enterprise. Mr. Corson recognizes that because a university encompasses all fields of knowledge, it is made up of many disparate parts — departments, schools, faculties, research institutes, and what not — each related to its own discipline or profession outside the university and each pursuing objectives of its own. What he does not recognize is that these objectives may be more important and valuable to society than some mystical over-all “destiny” imposed upon a university. More important, one of the prime functions of a university is to provide a setting for the *individual* enterprise of its scholars and students in all of the multifarious and varied realms of human thought. To foster the production of independent, original thought the university must not impose itself as an entity upon its members, demanding their loyalty and allegiance. It must instead act only as a housekeeping agency, providing only the “plumbing and maintenance” necessary to support intellectual activity. From this point of view Mr. Corson’s assumption that “the needs and goals of the whole organization are primary” (p. 96), and his constant stress upon such objectives as linking together the participants, achieving a “common effort” or “group effort”, bringing about consensus, and securing the interests of the *institution* — all smack of group-think and the organization man. His overriding concern for the smooth running of the “enterprise” and his consequent opposition to friction result in such a bone-chilling statement as this:

Underlying this friction is the basic fact that faculty members adhere to a cause “greater than” their institutions. They have a professional allegiance to knowledge and intellectual freedom which supersedes their institutional loyalties. Administrators are more organization-oriented. The result is an organizational weakness: a lack of institution-wide sense of destiny or purpose which guides decision making and coordinates participants. (p. 115).

Apparently in the interests of “organizational strength” faculty members must give up all causes greater than their institution, and abandon their professional allegiance to knowledge and intellectual freedom!

It is true that in order to perform its housekeeping function the university must have some kind of organizational unity, some sort



of loose hierarchy of officers to control its administrative activities. But the constant danger is that the control arrangements necessary for this strictly limited purpose will overflow their bounds and control or limit faculty members in their vital function of developing and propagating new ideas. For new ideas are tender plants, easily nipped in the bud, especially if they are unpopular at first or critical of established traditions.

A second characteristic of Mr. Corson's school of thought is its stress upon research and the view that it is the job of the true researcher to discover how things really work in practice but not to prescribe how they ought to work. Any attempt to prescribe might involve the researcher in prior value judgments that would blind him to the realities of the existing situation. In order to see clearly, one must approach one's subject with a completely open mind. Now at first glance this kind of approach may seem desirable as an ideal, but in fact it is impossible to achieve, for it would require approaching the subject not with an open but a blank mind. Nevertheless Mr. Corson's school of thought espouses this ideal, and the result is dangerous. One cannot approach a subject without some ideas about ultimate good, and if one insists upon trying the result is either to impose one's own values without realizing it or to mistake *is* for *ought* — to conclude that what is good, that what one discovers by research to be the realities of the situation *ought* to be that way (since one has no other alternatives in mind). In other words, the value-free approach comes close to being a valueless one. More than that, it is blinding and stultifying: the intensity of gaze demanded by this fact-gathering school puts blinkers on the observer and kills his imagination of what might and indeed ought to be other possible arrangements.

Thus Mr. Corson, because he finds American universities now governed somewhat like business corporations, assumes that this is the inevitable scheme of things, that this is how they *ought* to be governed. He therefore believes that as they grow larger surely they are becoming more like business corporations and government departments and certainly they *should* become more like them. He almost completely ignores, for example, the steady growth in recent years of faculty participation in university government. Where he does notice the extent of self-government in some institutions, instead of regarding it as a healthy development designed to bring differences into the open and to secure as much free agreement as is possible on purposes and



objectives, he considers it to be an undesirable factor causing diversity, a serious difficulty in the way of gaining loyalty to "the enterprise".

Nor does he bother to look at the way in which universities are governed elsewhere in the world, in order to find what other arrangements are possible. If one is going to compare American universities with other types of organization one should at least compare them with other organizations elsewhere of the same type. If Mr. Corson had done this, he would have discovered that elsewhere in the world (except in Canada) universities are not run nearly so much like business corporations, that, indeed, most British and Western European universities are largely self-governing, Oxford and Cambridge being entirely so. And this may have led him to question whether, after all, it is the inevitable scheme of things that universities should have Boards of Directors, Presidents, Vice-Presidents of Administration and Finance and Public Relations, Directors of Divisions, program control and appraisal, and all the other paraphernalia of the modern business corporation.

Unfortunately Mr. Corson's approach fits in with the predilections of many of those who — to use his own lingo — are in a powerful position to influence if not determine over-all university decision making: state legislators and administrators, business donors, educational foundations, university trustees and even presidents. If his school of thought exerts as much influence as I believe it will on our universities, next we will be having Vice-Presidents of Personnel, personality tests, job evaluation, efficiency rating and all the other "administrative tools" required to ensure that professors are the perfect organization men.

# STAFF-STUDENT RATIOS AT CANADIAN UNIVERSITIES 1961-62\*

STAFF-STUDENT RATIO 1961-1962

<i>Area</i>	<i>Student Enrolment</i>	<i>Total Staff</i>	<i>Staff-Student Ratio</i>
Atlantic Provinces (5 institutions)	7,841	456	1:17.2
Central Canada (8 institutions)	29,499	2,186	1:13.5
Western Canada (4 institutions)	30,523	1,915	1:15.8
Total 17 institutions	67,863	4,557	1:14.9

\*These statistics, compiled by the Dominion Bureau of Statistics, are based on a survey of the following seventeen institutions:

## *Atlantic Provinces:*

Acadia, Dalhousie, St. Francis Xavier, Mount Allison and New Brunswick.

## *Central Canada:*

Bishop's, McGill, Queen's, Toronto, Victoria, Trinity, McMaster, Western Ontario.

## *Western Canada:*

Manitoba, Saskatchewan, Alberta, British Columbia.

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## CONSTITUTIONAL AMENDMENTS

### Recommended by the Executive and Finance Committee

At the November Council meeting, a proposed amendment to the C.A.U.T. constitution, notice of which had been given by the U.B.C. Association, failed to secure the necessary two-thirds majority. Its purpose was to enable Council to deal with those local associations where relatively low C.A.U.T. membership seems to indicate that many faculty members are still unwilling to accept their share of responsibility for the economic and academic welfare of the whole profession. Although there was almost unanimous support for the purpose of the U.B.C. proposal, a majority did not feel that its provisions would have the desired effect.

As a result of the discussion, the Executive and Finance Committee gave notice of intention to introduce a number of amendments to the Constitution at the June meeting. The general purposes of the amendments, which have been circulated to member associations, are: (1) to underline the federal nature of C.A.U.T., (2) to ensure that no local association will actually be represented on Council by an officer who is not himself a member of C.A.U.T., and (3) to enable Council to suspend or terminate the affiliation of a member association whose policies and/or membership appear, to a two-thirds majority of Council, to warrant such action.

The proposed amendments are as follows:

1. That Article 3 be amended to read:—

“The Association is composed of the Council, the Executive and Finance Committee, and the General Membership.”

2. That Article 4 be amended to read:—

“The Council is composed of: (a) the President, or his alternate, of each of the member associations, and (b) the following officers of the C.A.U.T.:—

- (i) Past President
- (ii) President
- (iii) 3 Vice-Presidents
- (iv) Secretary
- (v) Treasurer”

3. That Article 5 be amended to read:—  
“Notwithstanding any other provisions of this constitution, no one who is not a member of the Association is eligible to represent a member association on the Council.”
4. That Article 9 be amended to read:—  
“The Executive and Finance Committee shall give the Presidents of the member associations who are entitled to be members of the Council at least one month’s notice of all meetings of the Council.”
5. That Article 10 be amended to read:—  
“A majority of the Presidents of the member associations who are members of the Council may convene a meeting of the Council by giving at least one month’s notice in writing to the members of the Council.”
6. That a Clause, 14(g), be added to Article 14, to read:—  
“suspend or terminate the affiliation of a member association, by a two-thirds majority of members of the Council present at a meeting of the Council.”
7. That Article 17 be amended to read:—  
“This Constitution may be amended by a two-thirds majority of all the members of the Council, provided that at least four months’ notice of amendment is given to the Presidents of staff associations who are entitled to be members of the Council.”
8. That Article 20 be amended to read:—  
“The Executive and Finance Committee consists of the officers of the Council as set out in Article 4(b).”
9. That the words “under Article 4” be deleted from Article 31(a) and 31(b).

J. H. S. REID,  
*Executive Secretary.*

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## RETIRED PROFESSORS’ REGISTRY

It has been decided by the Council that a registry of retired professors should be set up and maintained by the National Office. The Executive Secretary will therefore keep a file of names of professors on retirement, or about to retire, who are available for short-term appointments. Anyone interested should send in a one-page *curriculum vitae*, with the date of his availability; the Executive Secretary see that notice is sent to appropriate departmental chairmen.



## **NOTICE OF APPLICATION FOR AFFILIATION**

The local association of academic staff at York University, Toronto, has made formal application for affiliation with the C.A.U.T.

A Sub-Committee on Affiliation is being set up, to consider the application and report to Council.

Any Association or member wishing to present evidence or opinion regarding the admission of York to the C.A.U.T. should write to the Executive Secretary, 77 Metcalfe Street, Ottawa 4, by 1 May 1962.

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## **THE BRITISH COUNCIL AND CANADIAN UNIVERSITY TEACHERS**

The British Council has established an office in the British High Commission, Ottawa (Liaison Officer, A. J. Montague, 77 Metcalfe Street, Ottawa). The Council is ready to help with academic study visits to Britain undertaken by Canadian university staff and research scholars.

This help can consist of suggestions for people and places to visit, or the detailed preparation of a programme, incorporating the visitor's own suggestions and supplementing them as necessary. A Programme Organiser is appointed, and travel and accommodation booked, in addition to the fixing of academic appointments and visits.

These arrangements are made for visitors whether or not they receive financial aid from the Council. Some funds are available for the payment in appropriate cases of expenditure within Britain; trans-atlantic fares are not included. A grant-in-aid may be made, or full maintenance and travel in Britain covered.

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## **THIRTY-FIRST COUCHICHING CONFERENCE**

The Canadian Institute on Public Affairs has announced that the 31st Couchiching Conference on *The New Europe* will be held at Geneva Park, north of Toronto, 28 July - 4 August 1962.

The registration fee is \$25 for non-members and \$23 for members of the Institute, payable in advance to the Institute. Accommodation, including room and meals, is payable on arrival at the Conference. For further details and information write to the Canadian Institute on Public Affairs, 244 St. George Street, Toronto 5, Ontario.

## NOTICE OF POSITIONS VACANT\*

*Carleton University, Ottawa.* Department of Classics. For 1 September 1962, a Lecturer in Classics. Applications, with *curriculum vitae* and references, should be sent as soon as possible to the Chairman, Department of Classics, from whom further particulars may be obtained.

Department of History. For 1 September 1962, a Lecturer or an Assistant Professor, specializing in Russian History. Applications, with *curriculum vitae* and references, should be sent as soon as possible to the Chairman, Department of History, from whom further particulars may be obtained.

*Dalhousie University, Halifax, N.S.* Department of Romance Languages. Applications are invited for a senior appointment in French, beginning *either* 1 September 1962 *or* 1 September 1963. Preference would be given to French Canadian with Doctor's degree. Salary according to qualifications and experience. Write to P. Chavy, Head of the Department of Romance Languages.

*The Lakehead College of Art, Science and Technology, Port Arthur, Ontario.*

Vacancies in English (2 vacancies), Political Science, Psychology, Economics, Zoology, Mathematics, Zoology, Mechanical Engineering.

Qualifications: Graduate Degree. Will involve teaching first and second year university courses.

Salary between \$6,000 and \$10,500, depending on qualifications and experience. Appointment effective, 1 September 1962.

Apply to H. S. Braun, Principal, Lakehead College of Arts, Science and Technology, Oliver Road, Port Arthur, Ontario.

*Memorial University of Newfoundland, St. John's, Newfoundland.*  
Faculty of Education

Applications are invited for appointments, effective 1 September 1962.

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\*The *Bulletin* carries advertisements of staff vacancies free of charge. Advertisements of the availability of persons for appointment are carried at the usual rates. Advertisements should be sent to the C.A.U.T. National Office, Room 603 Commonwealth Building, 77 Metcalfe Street, Ottawa 4, Ontario.

1. School Administration and Supervision and Classroom Organization, Management, and Procedures.
2. Educational Psychology and Classroom Organization, Management, and Procedures.
3. Methods of Teaching Social Studies, Science, and Health in the Primary and Elementary Grades.
4. Methods of Teaching Arithmetic in the Primary and Elementary Grades and Speech.\*
5. Educational Psychology and Speech.\*
6. Speech.\*

Staff members are expected to assist in the supervision of student teaching, and to help in other ways in the work of the Faculty.

Minimum qualifications: a first degree and a degree or certificate in Education, with successful teaching experience, preferably in a teacher-preparing institution as well as at the school level. Appointments will be made at the rank of Lecturer, Assistant, or Associate Professor, depending upon training and experience.

#### Faculty of Arts and Science

##### Department of Biology

Two Assistant Professors with experience in Marine Biology, one in Marine Invertebrates and one in Marine Biology.

##### Department of Classics

A Lecturer or Assistant Professor of Latin.

##### Department of English Language and Literature

New positions are open in the ranks of Lecturer, Assistant Professor, and Associate Professor, one of which will be in Linguistics for which Newfoundland offers unique opportunities for research.

##### Department of Geography

A Lecturer or Assistant Professor of Human Geography.

##### Department of Geology

An Associate Professor with training in Geochemistry and Economic Geology.

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\*The course in *Speech* involves helping first-year students overcome faulty speech habits.

## Department of Mathematics

Four new positions in the rank of Assistant or Associate Professor in the fields of pure or applied Mathematics or Mathematical Physics.

## Department of Modern Languages

A Lecturer or Assistant Professor of French with training in Linguistics.

A Lecturer or Assistant Professor of German with Russian as a minor.

A Lecturer or Assistant Professor of Spanish with a minor in French.

## Department of Physics

New positions in the rank of Assistant or Associate Professor in Theoretical Physics and Experimental Physics, in Low Energy Nuclear Physics and in Physical Oceanography or some branch of Geophysics.

## Department of Social Studies

### Economics

An Assistant Professor of Economic History and an Associate Professor of Resource Economics.

All appointments are provisional for two years. Travel expenses incurred in taking up an appointment are payable up to a maximum of \$750. The salary scale for Lecturer is by arrangement. The starting salary for Assistant Professor is \$6,500 and for Associate Professor is \$8,000. Appointments will be made at rank and salary commensurate with qualifications and experience. Applications should be sent by air mail to the Dean of the Faculty concerned, giving a complete *curriculum vitae*, the names and addresses of three referees, and a recent photograph.

*The Nova Scotia Technical College, Halifax*, invites applications for a new appointment of Assistant Professor in the Department of General Studies to teach technical writing and bibliographic methods to graduate and undergraduate students of engineering and architecture. Desirable qualifications include a Master's degree in English and experience of library methods, including information retrieval, and an



interest in the presentation of technical and scientific material. Salary will be dependant upon qualifications and experience. Applications should be submitted to Professor H. S. Heaps, Nova Scotia Technical College, P.O. Box 1000, Halifax, N.S.

Department of Chemical Engineering invites applications for a new appointment of Lecturer. Desirable qualifications are a Bachelor's degree in Science or Engineering and experience in industrial analysis. Duties will consist of the analysis and assays of ores and minerals and assisting in teaching undergraduate students at the College. Salary according to qualifications and experience. Applications to be submitted to Dr. M. R. Foran, Nova Scotia Technical College, Box 1000, Halifax, N.S.

Department of Electrical Engineering invites applications for an appointment as Assistant Professor. Desirable qualifications include a higher degree and teaching experience. Duties will consist of teaching undergraduate courses in electrical engineering and participation in graduate work and research. Applications should be submitted to Dr. G. H. Burchill, Nova Scotia Technical College, Box 1000, Halifax, N.S.

*Sir George Williams University, Montreal.* Department of Political Science. One Lecturer for academic year 1962-1963. Applicants with background in Comparative Government and Political Theory preferred. Must have M.A., and be well advanced towards Ph.D. Salary will depend on qualifications. Apply to H. F. Quinn, Department of Political Science, for further information.

*University of Alberta, Edmonton, Alta.*

Faculty of Agriculture

The Department of Animal Science invites applications for the position of Assistant Professor (Animal Genetics) at a starting salary of \$7,400 with excellent prospects for advancement. Candidates must have a Ph.D. or equivalent in genetics. Preference will be given to applicants with supporting training in physiology and/or biochemistry. Duties, to commence preferably September 1, 1962, will include fundamental and applied research in Animal Genetics, teaching and limited extension activities. Applications, accompanied by a recent photograph, *curriculum vitae*, transcript of academic record, and names and ad-

addresses of three references should be sent to the Head, Department of Animal Science, University of Alberta, Edmonton, Alberta. Closing date: June 30, 1962.

The Department of Dairy Science invites applications for the position of Assistant Professor in Dairy and Food Microbiology. The salary range for an Assistant Professor is \$6,500 - \$8,700 with excellent prospects for advancement. Candidates should preferably hold the Ph.D. or equivalent degree, experience in research and/or teaching would be advantageous. Duties will include research, teaching, assistance with the direction of graduate students and extension work with the dairy and food industries. Duties to commence 1 September 1962 or as soon thereafter as convenient. Applications providing personal data, academic qualifications and experience, and a list of published work, together with transcripts, names of four references, and a recent photograph, should be sent to the Head, Department of Dairy Science, University of Alberta, Edmonton, Alberta, Canada. Closing date: 15 May 1962.

The Department of Plant Science invites applications for a position as Assistant Professor of Plant Pathology. The starting salary will be between \$6,500.00 and \$7,500.00, depending on qualifications and experience, with excellent opportunities for advancement. Candidates should have a Ph.D. in some area of Plant Pathology. Duties to commence 1 September 1962 will include research, teaching and extension. Applications providing details of qualifications and experience, list of publications, personal information, a recent photograph, and the names of three references should be submitted to the Head, Department of Plant Science, University of Alberta, Edmonton, Canada. Closing date: 15 June 1962.

The Department of Psychology invites applications for a position in experimental psychology at the Assistant Professor level. The beginning salary will be between \$6,500 and \$7,500 depending upon training and experience. The appointment will begin 1 September 1962.

The position requires a candidate with special teaching and research interest in perception. The normal teaching load will be three courses or the equivalent (a total of nine hours of instruction time per week). The candidate may expect to teach a course in perception, a section of introductory, and a third course (preference will be shown to candidates who can handle a section of statistics).

A letter of application, supported by a *curriculum vitae*, a recent photograph or snapshot, transcripts of academic record, reprints of publications, and letters of recommendation from at least three references, should be sent *immediately* to J. R. Royce, Head of the Department.

The Department of Psychology further invites applications for the position of Assistant (\$6,500 - \$8,700) or Associate Professor (\$9,000 - \$11,700) of Psychology. The beginning salary will be between \$7,000 and \$11,000, depending upon training and experience. The position calls for special interest and research orientation in physiological psychology. The normal teaching load is three courses; these will include the introductory course, the basic course in comparative-physiological and an advanced course in accordance with the interests of the candidate. The candidate should have a strong background in biology in addition to knowledge and research experience in physiological psychology.

A letter of application, supported by a *curriculum vitae*, a recent photograph or snapshot, copies of reprints, transcripts of academic record, and letters of recommendation from at least three references, should be sent *immediately* to J. R. Royce, Head of the Department.

*The University of Manitoba, Winnipeg*, requires a fully qualified female physical educator to give over-all supervision to the Women's Physical Education Program including some teaching in required and Faculty of Education classes. Interest in and ability to assist in the planning of professional courses is most desirable. Rank and remuneration commensurate with professional preparation and experience.

Address enquiries to:

Head,  
Department of Physical Education  
University of Manitoba  
Winnipeg 19, Manitoba.

Department of English invites applications for either an Assistant Professor or an Associate Professor, depending on the applicant's qualifications, for the academic year 1962-63. Inquiries should be sent to A. L. Wheeler, Head of the Department of English, University of Manitoba, Winnipeg, Manitoba.

*The University of New Brunswick, Fredericton, N.B.* Department of Civil Engineering invites applications for a teaching position in Soil Mechanics and Highways both at the graduate and undergraduate level. It is desired to have a man with interest and experience in the field of Pavement Design and who would develop research in this field. Applicants should have a Masters or higher degree. Salary according to qualifications and experience. Applications to be submitted to Prof. Ira M. Beattie, Department of Civil Engineering.

*University of Saskatchewan, Saskatoon.* Department of Chemistry. For 1 September 1962, an Assistant Professor of Inorganic Chemistry. Details may be obtained from the Head of the Department.

College of Engineering. For 1 September 1962, an Assistant or Associate Professor of Mechanical Engineering, with specialty in high pressure hydraulic control systems, to assist in the teaching of Control Systems Engineering and to participate in the supervision of post-graduate research in this area. Will likely be asked to teach Applied Mechanics as well. Advanced degree required. Applications with full particulars should be sent to Head, Department of Mechanical Engineering, University of Saskatchewan, Saskatoon, Sask., Canada.

Department of Economics and Political Science. For 1 September 1962, an Instructor or Assistant Professor in each of Political Science and Economics, to teach introductory and senior undergraduate courses.

Also for 1 September 1962, a senior appointment in Economics, for a specialist in economic theory.

Applications for these three positions, with *curriculum vitae* and references, to A. E. Safarian, Head, Department of Economics and Political Science.



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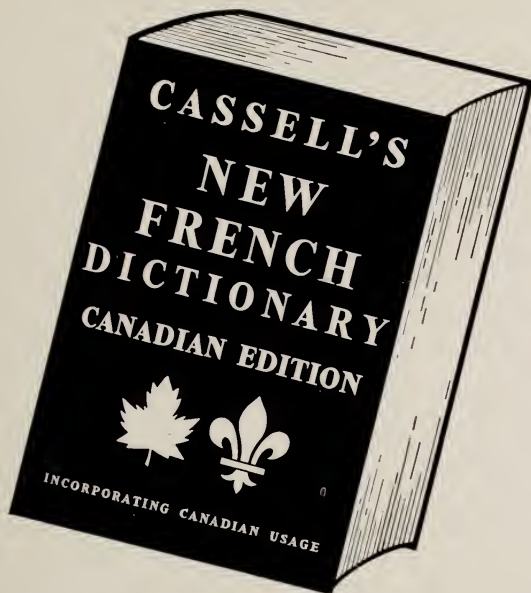


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